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ABSTRACT

The purpose of this study was to document the educational activities being offered to citizens of all ages through Indiana's 239 public libraries. A mail questionnaire was distributed to every main library and branch in the state, requesting information on the kinds and numbers of education-related services and programs provided in 1987, and estimates of program attendance, according to age groups--birth through adult, and special populations. The respondents were also asked their perceptions of the importance of their library's educational purpose relative to other purposes--informational, recreational, and cultural--served by the public libraries. Responses were received from 182 main libraries and 101 branch libraries for a response rate of 73%. The report begins with a discussion of the public library's roles in a community and in society, which is followed by a description of the methodology of the study. Findings are then examined according to the areas of services and programs offered by the libraries to the various age groups and special populations, and data are summarized in a series of 25 tables. It is concluded that a variety of activities are being conducted throughout the state that provide learning opportunities for thousands of state residents from birth through older years. Librarians' perceptions of the library's purposes are also summarized. A copy of the survey and a summary of survey statistics are appended. (10 notes) (CGD)

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THE EDUCATIONAL ROLE AND SERVICES OF PUBLIC LIBRARIES IN INDIANA

A Study Conducted by

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January 1988 - October 1988

This project was funded with Library Services and Construction Act Funds.

ABSTRACT

The purpose of this study, commissioned by the Indiana State Library, was to document the educational activities being offered through Indiana's 239 public libraries.

Methodology

A mail questionnaire was distributed to every main library and branch library in the state, requesting information concerning the kinds and numbers of education-related services and programs provided during the calendar year 1987, along with an estimate of program attendance. One hundred eighty-two main libraries and 101 branches responded, for a total response rate of 73%. The main libraries were stratified into six size categories, based on population served, prior to data analysis. In order to approximate statewide totals from the numbers obtained through the returned questionnaires, estimator ratios were computed and applied to each strata. A comparison of responding libraries to the total population of libraries indicated that the sample was quite representative of proportions existing in the total population.

The concept of "educational services and programs" was explored through a checklist of broad areas of activity which are generally recognized as falling within the purview of public libraries and which are assumed to contain an educational purpose. Activities were subdivided according to client age levels. In addition, a category was established for subgroups within the population that public libraries often target for special services.

It was assumed that certain educational services would be supported at more extensive levels than others. In order to examine this assumption, each service area was considered with respect to four broad levels of support: (1) materials, (2)miscellaneous support (referrals, informational displays, and so forth), (3) reference/

information, and (4) individual guidance/instruction. Provision of materials was considered the most basic level, while individualized guidance or instruction was assumed to be the most extensive level.

The study also centered on the number and kind of educational programs that public libraries offered in 1987, and the estimated total number of users who participated in each of the programs. In addition, respondents were asked their perceptions concerning the importance of their library's educational purpose relative to the other customary purposes served by public libraries (informational, recreational, and cultural).

Findings

There were no services or programs that could be termed "universal," although there were some that were offered by a majority of public libraries. Nearly 90% provided materials appropriate to the needs of preschool children and their parents, while 70% provided reference and information in support of parent education. Some 7,100 library preschool storytime programs were offered to over 154,000 preschoolers. School-related services and programs are another example. Between 70 and 80% of the state's public libraries provided materials in several service areas to supplement the formal education of elementary school children. In 1987, public libraries in Indiana were visited by some 8,100 school classes, consisting of approximately 189,400 children.

Young adults, aged thirteen through eighteen, were able to find materials to supplement their school work in 80% of the public library outlets. In addition, between 84 and 92% of the libraries provided materials, and between 72 and 81% provided reference and information service related to the concerns of young adults in the areas of career and college selection, health, sexuality, and other personal matters.

The preschool and school-related services and programs of public libraries are important not only because they extend and supplement the efforts of the state's system of formal education, but also because they encourage children and young people to view reading and learning as enjoyable and worthwhile pursuits which need not end with their formal education. The ability of today's young people to excel in tomorrow's learning society can only be enhanced as a result of the encouragement they receive through public library educational services.

An estimated 68% of Indiana's public libraries provided adult literacy materials in 1987; 59% provided materials in support of adult basic education, and 82% made materials available for GED study. Twenty-four percent of the libraries offered literacy tutor training, and 21% offered literacy programs. Additionally, 49% cooperated in the efforts of literacy coalitions in their communities.

Local history is another area in which a majority of Indiana public libraries are involved. Eighty-two percent collect local history materials, and 72% provide reference and information services related to local history.

With respect to special populations, more public libraries are providing educational opportunities in the form of materials and reference support for visually impaired individuals and older adults, than for any other group. However, programming for special populations is not prevalent among public libraries.

Public librarians in Indiana view both information and education as being almost equally important, but respondents reported that library users appear to view the library's recreational purpose as most important.

This survey of the educational role of public libraries in Indiana supports the assumption that a variety of activities are being conducted throughout the state, providing formal, informal, and alternative learning opportunities for thousands of Hoosiers from birth through their older years. In terms of numbers of programs and total attendance,

the contribution of public libraries, large and small, toward the goal of lifelong learning is impressive.

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INTRODUCTION

The public library has many roles in a community and in society. Although the nature of these roles has changed through time, the educational mission has remained a fundamental part of public library service. "The belief that the public library is a significant component of America's system of public education is a widely-stated value." (1)

Several years ago, A Nation at Risk warned of the need to improve this country's educational system. In response to that and other criticisms of public education, Indiana initiated such efforts as Project Prime Time and the Governor's A-Plus Program. Both the U.S. Office of Education and the American Library Association responded to the criticisms of education in the reports, Alliance for Excellence and Realities. Both of these reports addressed the need for community library services as a part of the lifelong learning society. The public library's importance in education was reaffirmed.

What is the policy of the state of Indiana with regard to public libraries? The significant library legislation passed by the state legislature in 1947 stated:

> It is hereby declared to be the policy of the state, as part of its provision for public education, to promote the establishment, maintenance, and development of public library service for each of its various subdivisions. Such public library service is to be provided by a library supported by public funds and operated for the benefit and free use of individuals and groups of all ages in the community in the meeting of their educational, informational, and recreational interests and needs. (emphasis added) (2)

The language is clear; public library service is declared to be part of both state and local responsibility in their provision for public education. The law further mandates the "dissemination of the knowledge" contained in books and other materials and declares that the State Library shall initiate plans for library development and conduct research that will contribute to those plans. (3)

This post-war action was part of a movement initiated by the American Library Association to develop a national plan for public library service with its rationale stated in these words from the Post-War Standards for Public Libraries:

> The basic objectives of the American public library may be codified by the use of five convenient word symbols: (1) education, (2) information, (3) aesthetic appreciation, (4) research, and (5) recreation. These terms are not mutually exclusive and likewise the categories of people who use public libraries cannot be sharply segregated.
>
> The achievement of the goals of a democratic society depends in large measure on the enlightenment of the people and on the vitality of their social and cultural ideals. The complexity and rapid tempo of the modern world put a responsibility on the citizen to educate himself continuously, and on the government to provide the means for the citizen's self-education. The public library is an agency evolved by America to meet this need. (4)

As early as 1945, Marian McFadden of the Indianapolis Public Library stressed that the prime focus of the public library was the lifelong learning necessary for adult participation (in the new post-war world). She presented a "life-cycle" model of public library use. Library work with preschool children was perceived as a form of adult education in that the librarian must work with the parents to reach the child, to encourage and develop the reading and library habit which would extend into adulthood. (5)

In 1946, 50% of Indiana's public libraries were operating on budgets of less than $2,500. The Indiana Library Association/Indiana Library Trustee Association (ILA/ILTA) was instrumental in organizing support for the new library code and a plan for state aid to present to the 1947 State Legislature. Though the State Library Plan was passed, state aid was not recommended.

Today, goals statements of most public libraries in Indiana include commitment to serving the educational, informational, and recreational needs of the people of Indiana. What role should the public library play in a general system of education? What roles does it play? Are the state's political leaders, educators, and public aware of the contributions and possibilities the public library offers? The purpose of this research is to document the educational activities of public libraries in Indiana. With that documentation, the importance of the public library in education can be assessed. It is an appropriate time for public libraries to demonstrate the value of their educational services to their communities. It is also important to articulate its importance to the general public and to the state's executive and legislative branches.

METHODOLOGY

In response to an inquiry from C. Ray Ewick, Director of the Indiana State Library, Drs. Verna Pungitore and Shirley Fitzgibbons of the Indiana University School of Library and Information Science prepared a brief proposal to study the educational role of Indiana public libraries. A similar study, Libraries Improve Florida's Education (Terrie and Summers, 1987) served as a model. While the Florida study was limited to adult literacy and children's services, the Indiana survey demonstrates a much broader role for public libraries by including educational services to all age groups and special populations.

RESEARCH QUESTIONS

The following is a sample of the research questions that were addressed in the study:

1. What was the total number of users (adults, young adults, and children) who participated in public library educational programs in 1987?

2. What was the total number of educational programs that were conducted for each age group in 1987?

3. What percentage of the total programming is for adults? young adults? children?

4. What type of programming and support is being given to literacy in Indiana?

5. What types of programs and services are being offered to special populations such as persons with disabilities, older adults, ethnic populations, persons with English as a second language, etc.?

6. What is the total number of programs being offered to supplement formal education (school/curriculum-related)?

7. Which programs are universal in that they are offered by every library?

8. What percentage of the libraries surveyed indicated a top priority for its educational role?

9. What percentage of the libraries give top priority to children's services? young adults? adult services?

10. How many libraries received outside funding for educational services?

11. Which agencies have provided funding for educational services in Indiana libraries?

Traditionally, public libraries have recognized four broad roles or purposes: educational, informational, cultural, and recreational. It is often difficult to distinguish an educational purpose from a cultural or informational one with respect to library activities. In many cases, all three purposes are achieved by the same service or program. For example, opportunities of both a cultural and informational nature are often included as part of an educational program provided to children, their parents, and their caretakers.

Because there is no universally accepted definition of the educational role of the public library, the investigators decided not to operationalize such a definition in any formal manner. Instead, a de facto role was explored through a series of survey questions concerning library materials, services, and programs, each of which could rationally be assumed to have a major educational facet.

METHOD

A mail questionnaire was developed during February and March of 1988. Revisions were made following a pretest conducted in a group of Ohio libraries. The questionnaire in

final format was mailed in early April and a follow-up letter was sent to non-respondents in May.

The questionnaire was sent to each of Indiana's 239 main libraries and 148 branch libraries. The original design specified two survey forms. Most libraries would receive a shorter form requesting only statistical data. A selected random sample would receive a longer form requesting planning and evaluation information, opinions and perceptions, as well as the statistical information. The Ohio pretest indicated that length of survey made little impact on response rate. It was therefore decided to send the longer form to all libraries.

Librarians were asked to report statistics for 1987. This allowed for reporting of a full year's data and facilitated analysis by correlating with the state library's latest available annual statistical compilation.

RESPONSE RATES

Libraries were stratified by size into six categories to facilitate comparison among and between groups and to increase accuracy of extrapolation for state totals. Response rates were examined to ensure that appropriate dispersion had been achieved. While overall response rates were fairly consistent, response rates for branches varied radically among groups (see Table 1). The varying branch return rate is probably due to two factors. Larger libraries tend to have more branches which may be removed from central administrative offices. Secondly, some respondents aggregated system-wide totals rather than returning a separate survey for each branch.

Table 1. Response Rates for Main Libraries and Branches (Grouped According to Size of Population Served)

Size Category	Number of Libraries		Number of Responding Libraries	
	Main	Branches	Main	Branches
under 5000	98	1	77 (78.6%)	0
5000-9999	49	14	35 (71.4%)	1
10000-24999	47	23	37 (78.7%)	13 (56.5%)
25000-49999	22	15	15 (68.2%)	6 (40.0%)
50000-100000	13	26	10 (76.9%)	22 (84.6%)
over 100000*	9	69	8 (88.9%)	59 (85.5%)
Totals	238	148	182 (76.5%)	101 (68.2%)

* Although annual reports indicate a tenth library in this category, the library differs substantially in its circulation, collections, income, expenditures, and other items used to develop ratios from which to estimate statewide totals. Because the library was a non-respondent, and because use of its annual report totals would have created a biased and misleading ratio for this size category (resulting in a substantially underestimated total), the library was eliminated from the study entirely.

ESTIMATES OF STATEWIDE TOTALS

The method used to estimate state totals from response data is similar to that utilized in the Florida study. Ten items were selected from the 1987 annual report statistics: population, circulation, registered borrowers, income, expenditures, total books, total non-book collection, total collection, number of service outlets, and hours of service. The main libraries were grouped into the six size categories listed in Table 1.

Within each size stratum, for each of the ten items, a ratio was computed (statewide totals divided by totals for the responding libraries). An average ratio was then determined for each stratum. The estimated totals for each size category were computed using the following formula:

Estimated Total = Respondent total X the average ratio.

An aggregate of all six strata provided statewide estimated totals.

The Florida study was not stratified, therefore it used a single ratio. It was decided that Indiana's public libraries are far more varied in terms of their size and available resources. By stratifying the libraries and establishing an average ratio for each stratum, it was possible to eliminate much of the bias in the estimates.

A comparison of the responding libraries to the total population of libraries indicates that the sample is quite representative of the proportions which exist in the total population as illustrated below.

	Main Libraries (n = 239)		Responding Libraries (n = 182)	
	Number	Percentage	Number	Percentage
1. under 5000	98	41.0	77	42.3
2. 5000-9999	49	20.5	35	19.2
3. 10000-24999	47	19.6	37	20.3
4. 25000-49999	22	9.2	15	8.2
5. 50000-100000	13	5.4	10	5.5
6. over 100000	10	4.2	8	4.4

The satisfactory response rates (76.5% of main libraries and 68.2 % of branches) and the size of the sample used to estimate statewide totals (262 libraries), coupled with the representativeness of the sample, serve to minimize the amount of error in the estimated totals. It should be noted, however, that one main library in the largest size category did not respond, while all of its branches provided data. If this had any effect, it probably caused the totals to be somewhat underestimated. It was decided that a bias in this direction was more acceptable than one that would overestimate the totals.

FINDINGS

INTRODUCTION

The purpose of the study was to examine the various ways in which public libraries are providing educational opportunities to Indiana citizens of all ages. It was expected that a profile of the educational role of public libraries would emerge through a survey of education-related services and programs offered during the 1987 calendar year.

Four broad supportive areas formed the focus of the services part of the study:

1. Materials (monographs, periodicals, pamphlets, brochures, bibliographies, A-V, etc.)

2. Miscellaneous Support (including referrals, meeting space, informational displays, exhibits, etc.)

3. Reference/Information (the use of catalogs, indexes, other bibliographic resources, and staff)

4. Individual Guidance/Instruction (including personal guidance, tutoring, and other forms of personalized educational support)

These were considered to be progressive levels at which support for educational services might be provided. The most basic level was assumed to be the provision of materials in support of education, while the most comprehensive level included individualized guidance and instruction.

The survey also centered on the number and kind of educational programs that public libraries offered in 1987 and the estimated total number of library users who participated in each of the programs.

User groups were categorized by age level:

1. children from birth through twelve years of age;
2. young adults from age thirteen through eighteen; and
3. adults.

In addition, information was also collected regarding services and programs geared to special populations such as adults and children who are visually impaired, hearing impaired, mobility impaired, and learning disabled. Other special populations include older adults, the disadvantaged, and ethnic groups.

This section of the report will consider separately the findings related to each age group and the special populations. Within each user group, specific services and their levels of support will be discussed first, followed by a discussion of specific programs and total attendance. Findings include both actual totals and the estimated statewide totals which were obtained through the use of estimator ratios, as indicated in the methodology section.

A copy of the survey instrument is included in Appendix A. A complete list of survey items with actual and estimated totals may be found in Appendix B.

EDUCATIONAL SERVICES AND PROGRAMMING FOR CHILDREN (BIRTH THROUGH AGE TWELVE)

Public libraries generally devote many resources to support children's library services. National trends include a growing importance given to preschool programming and services; the recognition of the adult (in the role of parent, teacher, and caretaker) as an important patron for the children's librarian; and a need for attention to latchkey children. Questions that concern children's library service in Indiana addressed in this study include:

1. What percentage of public libraries offer school-related services for children?

2. What percentage of public libraries offer reading guidance and book-related services and programs for children?

3. Does the library provide preschool services including support for parents with toddlers, infant care, and daycare support?

4. Are there programs and/or services that are universally offered to children in public libraries?

5. Are services and programs being offered through children's departments to parents, teachers, and other caregivers?

Several survey questions addressed each of the above areas. The data for children's services is presented in Table 2 and for children's programming in Tables 3, 4, and 5.

Children's Services

The services will be examined in terms of the number of libraries offering specific

services within four levels: materials, support, reference/information and guidance/instruction. Only services supported by especially large numbers of libraries or especially low numbers will be highlighted in this report.

School-Related Services

Eighty-one percent of the libraries provide materials to support homework, while 76% provide reference/information support for homework (Table 2). Though homework is the most supported school-related service, other services that are supported by almost three-fourths of the libraries (at the materials level) include: library instruction, teacher support, and classroom support. Between 60 and 70% of the libraries also provide reference support in each of these three areas. Only library instruction is supported by the majority of libraries at the guidance/instruction level; 54% of the libraries provide this. Formal school liaison, was least supported by libraries; only 39% of the libraries offered this at the reference level and 16% at the guidance/instruction level.

Book/Reading-Related Services

Reading guidance was supported by 78% of the libraries with materials; 60% at the support level; 70% with reference services; and 40% by guidance/instruction. Though this was one of the most prevalent services, it is still surprising that only 70% of the libraries provide reference support for reading guidance.

Preschool Services

Eighty-nine percent of the public libraries provide materials for parents and toddlers, while 75% provide reference/information for this group. To support infant care, 80% of the libraries provide materials and 65% provide reference service. A lower number of libraries, 56%, provide materials for daycare support, while 46% provide reference for daycare agencies.

Parent Education

A surprisingly high number of libraries, 81%, provide materials for parent education, and 70% provide reference support in this area.

Children's Programming

The most significant programming areas for children will be examined within the same general headings: school-related, books/reading-related including preschool, and other programs, including film, arts/crafts, performances, and so forth. In-library and outreach programming offered by a significant number of libraries will be highlighted.

School-Related Programs

Seventy-seven percent of the libraries provided programs for class visits to the library; 8,120 class visits brought 189,397 children to public libraries in 1987 (Table 3). Closely associated with class visits, and possibly not mutually exclusive, were the number of programs of library instruction; 1,574 programs were offered by 23% of the libraries with a total attendance of 35,800 children.

In addition to these class visits to the library, librarians from 56% of the libraries visited schools to provide 4,913 outreach programs reaching approximately 184,850 children.

Books/Reading-Related Programs

Summer reading was offered by 86% of the libraries, reaching a total of approximately 152,300 children in 1987. More storytime programs were offered than any other program, but because this was broken down by age group, it is harder to compare. Seven thousand one hundred preschool storytimes were offered by 43% of the libraries with a total estimated attendance of 154,586. For elementary children alone, 732 storytimes were offered with an estimated total attendance of 11,419; but 5,644 combined storyhours for preschool and elementary children were offered by 27% of the libraries with an estimated total atendance of 82,220. In addition, "other" storyhours were reported with mixed-age groups, for a total of 2,503 programs offered by 2% of the libraries.

Other book/reading-related programs included: booktalks (21% of the libraries, 66,450 attending) and puppet shows (28% of the libraries, 16,355 attending).

Preschool programming is included under books/reading-related programs because the main goal of programming for this age group is preliteracy/prereading skills, and it almost always involves books and stories. Parent/toddler programs are offered by 36% of the libraries, with 3,044 programs attended by 55,590 parents and their young children. In addition to the preschool storytimes previously reported (154,590 children), 36 film programs were offered to 955 preschool children. In addition, 25% of

the libraries provided outreach to daycare centers (see Table 3 under outreach programs), providing 2,265 programs and reaching 101,690 preschool children. In Table 4, respondents reported a total of 613 "other preschool programs" with 10,248 preschoolers attending.

Recreational Programs

Film programs are a popular type of programming for children, young adults, and adults in public libraries, and Indiana is no exception. Fourteen percent of the libraries provide 583 film programs for elementary school children (16,435 estimated attendance); 17% provide programs for preschool/elementary children (26,644 attendance); and 11% of the libraries provide 590 "other film programs" for a total attendance of 14,156.

In addition to film programs, arts and crafts programs were numerous; 6,441 programs were offered by 55% of the libraries with 78,970 children participating. Performances were presented in 32% of the libraries (1,625 programs) with 21,530 children attending.

Parent/Teacher/Caretaker Programs

Ten percent of the libraries offered 225 programs with 11,490 parents attending. In addition, 4% of the libraries offered 106 programs for teachers and caretakers with an attendance of 2,575.

Outreach Programs

As expected, schools were the agencies most served by libraries (56%). Next, daycare agencies were served by 25% of the libraries, as reported in the preschool area above. Other outreach programs were provided to scouts (17% of the libraries), community groups (7 %), hospitals (6%), and recreation organizations (4%).

"Other" Programs for Children

Table 4 reports the"other" in-library programs for children, and Table 5 reports the "other" outreach programs. These tables resulted from the very large number of programs listed by respondents to open-ended sections of the survey. They include 1,121 "other" in-library programs with attendance of 34,008 children and 230 "other" outreach programs with a total attendance of 188,028. Programs from the "other" category that accounted for the largest number of participating children included: read-aloud programs (10,360 children), computer instruction (1,458 children), writing workshops (2,180 children), activity programs (1,200 children), after-school programs (1,090 children), along with such assorted programs as holiday special programs (1,477 children), hobbies, reading/book contests, video workshops, and so forth.

Most of the outreach program attendance was due to 91 "Call a Story" (prerecorded stories via telephone) programs used by 179,460 children.

Table 2. Libraries Providing Educational Services for Children, Birth through Age 12

Service	Number of Libraries Providing							
	Materials		Support		Reference/Information		Guidance/Instruction	
	Estimated	%	Estimated	%	Estimated	%	Estimated	%
Book/Reading-Related								
Reading Guidance	261	78	202	60	235	70	135	40
School-Related								
Library Instruction	245	73	197	59	229	68	179	54
Homework Support	272	81	178	53	253	76	115	34
Classroom Support	238	71	158	47	207	62	89	27
Curriculum Support	232	69	150	45	214	64	67	20
Teacher Support	241	72	185	55	222	66	77	23
Formal School Liaison	124	37	114	34	130	39	54	16
Preschool								
Parent-Toddler	298	89	210	63	251	75	102	30
Daycare Support	187	56	104	31	154	46	57	17
Infant Care	269	80	123	37	219	65	32	9
Other								
Parent Education	272	81	165	49	234	70	60	18

Table 3. Educational Programs for Children Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

Program	Number of Programs		% of Libraries Offering Programs	Number Attending	
	Actual Number	Estimated Number		Actual Number	Estimated Number
IN-LIBRARY					
Book/Reading Programs					
Preschool:					
Parent-Toddler Programs	2384	3044	36	43703	55589
Storytime	5663	7114	43	120452	154586
Film	24	36	1	621	955
Storytimes:					
Elementary	539	732	8	8393	11419
Preschool/Elementary	4214	5644	27	62596	82220
All Other Storytimes	2100	2503	2	1597*	2237*
Summer Reading	1611	2092	86	119537	152311
Book Discussion	289	371	11	6467	8193
Book Talks	3457	4277	21	52908	66467
Puppet Shows	942	1157	28	12880	16355
Creative Dramatics	4351	5166	9	4225	5490
Author Appearances	54	70	11	4449	5738
School-Related					
Class Visits	6239	8120	77	141739	189397
Library Instruction	1153	1574	23	24844	35798
Group Tutoring	533	663	4	2659	3538
Homework/Term Paper	225	293	5	3602	4746
Other					
Film					
Elementary	474	583	14	13263	16435
Preschool Elementary	1011	1411	17	19089	26644
Other Film	474	590	11	11227	14156
Arts/Crafts	5052	6441	55	63372	78969
Performances	1330	1625	32	16166	21529
Group Visits	696	906	25	13749	17715

*The largest library reported number of programs of "all other storytimes" but failed to report attendance. These low numbers reflect the unreported data.

(continued on next page)

Table 3. Educational Programs for Children Provided by Indiana Public Libraries in 1987, with Estimates of Attendance (continued)

Program	Number of Programs		% of Libraries Offering Programs	Number Attending	
	Actual Number	Estimated Number		Actual Number	Estimated Number
Parent Programs	179	225	10	9533	11492
Teacher/Caretaker Programs	88	106	4	2122	2576
OUTREACH PROGRAMS					
Schools	3907	4913	56	147176	184851
Daycare	1816	2265	25	84431	101692
Scouts	477	604	17	5176	6646
Recreation	46	59	4	1077	1372
Community	62	79	7	1271	1602
Hospitals	255	331	6	2932	3769

Table 4. Actual Reported Number of "Other" In-Library Educational Programs for Children

Program	Number of programs	Total Attendance
Book/Reading Programs		
Guest Readers	10	500
Discussion	8	125
Book Contest	5	53
Family Storyhour	4	361
Read-Aloud	2	10363
Children's Book Week	2	40
Reading	1	50
Readathon	1	19
Gene Stratton Porter	1	NR
NLW Contest	1	242
Read-in for NLW	1	NR
Subtotals	36	11753
Information Programs		
Computer	189	1458
Video Workshops	24	264
Lectures	19	591
Writing Workshops	14	2183
Babysitting Training	8	40
Sign Language	3	77
Science Fair	2	89
Health/Robot from Hospital	1	65
Flag Information	1	24
Reference Materials	1	14
Subtotals	261	4740
Recreational Programs		
Activity Programs	40	1200
Holiday Specials	25	1447
Puzzles/Games	13	198
Variety Hour	10	90
Super Saturdays	9	325
Zoo Programs	6	188
Chess Classes	3	41
Outdoor Activities	3	88
Scouts	3	31
Puppet Workshop	1	12
Model Building	1	50
Wheel of Fortune	1	40
Face Painting	1	50
Balloon Launch	1	600
Madcap Production	1	289
Up with People	1	69
Turn off TV	NR	100
Subtotals	119	3810
After-School Programs	29	1090
Preschool Programs	613	10248
Other - Nonspecified	63	1294
Totals	1121	34008

Table 5. Actual Number of "Other" Outreach Educational Programs for Children

Program	Number of Programs	Total Attendance
Community Events		
Mall Programs	13	749
Art Fair	8	725
Pioneer Day	4	250
Young Authors' Conference	3	51
Forest Festival	2	30
Community Fair	1	NR
Health Fair	1	NR
Special Olympics	1	530
Other		
Call a Story	91	179460
Summer Reading	24	229
Head Start	24	1470
Read a Book	15	530
Special Education	9	400
Puppet Shows	8	1050
Family Read-Aloud	6	463
REAP	4	240
Halloween	4	775
Get Well Kits	3	3
Young Farmers	1	5
Summer Reading Club Promotion	1	65
Oral Storytelling	1	150
Book Talks	1	22
Yell and Tell	NR	755
Nonspecified Other	3	76
Totals	230	188028

EDUCATIONAL SERVICES AND PROGRAMMING FOR YOUNG ADULTS, AGES THIRTEEN THROUGH EIGHTEEN

Young adult services are not as well established in libraries throughout the United States as either children's or adult services. There are few known public librarians designated as young adult librarians in Indiana today. Yet, we do not know if either the children's librarian or some other librarian has the responsibility to serve this age group. For this reason, this study has tried to include in its survey questions a section concerning services and programs for young adults that are considered important by the library field and the Young Adult Services Division of the American Library Association. The categories of services include: book/reading-related, school-related, information-related, and parent support. Questions are similar to the questions asked about children's public library services:

1. What percentage of public libaries offer school-related services for the young adult?

2. Does the library provide services and programs to meet the information needs of the young adult including: career, college selection, health and sex information, and personal information needs?

3. Are reading guidance and book-related services provided for young adults?

4. Are services and programs being offered to parents and teachers of young adults?

The data for young adult services is presented in Table 6 and for young adult programming in Tables 7, 8, and 9.

Young Adult Services

Services will be examined in terms of the number of libraries offering services at the four levels of support: materials, support, reference/information, and

guidance/instruction. The services offered by the greatest percentage of libraries will be highlighted.

School-Related Services

A similar pattern is found for young adults as for children in regard to school-related services (Table 6). Eighty percent of the libraries provide materials for homework support while 77% provide reference homework support. Equal support by libraries is given to junior high curriculum support as senior high curriculum support (76% materials, 69% reference). Library instruction is offered through reference services by 63% of the libraries and 45% through guidance/instruction. Library instruction is the only service to receive support at the guidance/instruction level by this number of libraries. Teacher support materials were provided by 67% of the libraries with 60% also providing teachers with reference assistance.

As in children's services, school liaison is again the lowest level of service; 38% of the libraries provide reference to support this while only 14% provide guidance/instruction as school liaison. This is interesting in light of early public library history in urban libraries when the school services person (a member of the public library staff) was responsible for providing materials and reference to school children as well as specific school-public library liaison. As school library/media centers have changed, so may have the role of public libraries in school support. Without a designated person to coordinate and plan school services, however, it is interesting to note the large number of libraries offering school support found in this study.

Information-Related Services

All information services included on the survey are provided by responding libraries. Ninety-two percent of the libraries support health needs through materials

and 81% through reference service. Closely following are the other information services: career (90% of the libraries by materials; 78% by reference); personal needs (89% of the libraries by materials; 73% by reference); sex information (87% of the libraries by materials; 72% by reference); and college selection (84% of the libraries by materials; 73% by reference).

Book/Reading-Related Services

Only one specific question was asked on the survey concerning reading guidance. Seventy-eight percent of the libraries responded that they provided materials to support reading guidance; only 66% responded that they provided reference to support reading guidance. Twenty-six percent of the libraries provided guidance/instruction pertaining to reading guidance.

Parent Support

Parent support is provided by 77% of the libraries by materials and 69% by reference service.

Young Adult Programming

As in the children's program analysis, in-library programs will be examined, including those programs that are school-related and information-related; outreach programs for young adults will also be noted, including school visits. Unfortunately, the area of reading guidance/book-related programs was not included in the young adult program section of the survey. However, the write-in responses on the open-ended "other" section shows some efforts on the part of public libraries to include book programs. As shown in Table 8, 84 "other" in-library, book-related programs were offered with 1,426 young adults participating; these programs included booktalks, book

clubs, summer reading, and one Battle of the Books program with 84 participants.

School-Related Programming

Overall, public libraries in Indiana were not involved in a great deal of young adult programming, especially compared to children's programming. The main emphasis is on school classes, both with school classes coming to the library and librarians visiting school classes (Table 7).

Twenty-one percent of the libraries provided 503 programs to school classes visiting the library for 11,350 students. Also, 13% of the libraries presented 205 programs of library instruction to 6,345 students. In addition, 14% of the libraries provided 533 outreach visits to school classes for 16,875 students. Though these are relatively small percentages, they represent programs that involve large numbers of students.

Table 8 reports on 40 "other" in-library, school-related programs with a total attendance of 758, including SAT/ACT Instruction, writing workshops, and computer use programs. Table 9 reports on 122 "other" outreach school-related programs for 2,488 students, including book talks in schools (106 programs; 2,083 attendance).

Information-Related Programs

Even less information-related programming was offered than school-related programming. Only 6% of the libraries offered 123 programs for 818 young adults in the area of personal needs; 5% offered 42 career programs for 837 young adults; and 4% offered 31 health information programs for 332 young adults (Table 7). In addition, Table 8 shows 25 "other" in-library informational programs offered for 248 young adults, including programs for library volunteers (15 programs for 75 young adults),

and others, including safety, bicycle repair, babysitting tips, karate, and Pan Am Games information.

Recreational Programs

Table 8, under "other" in-library programs for young adults, notes 84 programs of a recreational nature with 4,158 total attendance. Of these 84 programs, 29 were family films with 3,400 total attendance; others included stamp clubs, crafts, and musical programs. Other outreach programs (Table 9) for young adults included 23 programs for 618 young adults, with two types of programs accounting for most of those numbers. Twelve summer recreation programs had 225 young adults attending, and 3 holiday parties brought 300 young adults together.

Table 6. Libraries Providing Educational Services for Young Adults, Ages 13 through 18

Service	Number of Libraries Providing							
	Materials		Support		Reference/Information		Guidance/Instruction	
	Estimated	%	Estimated	%	Estimated	%	Estimated	%
Book/Reading-Related								
Reading Guidance	263	78	179	53	221	66	89	26
School-Related								
Homework Support	279	80	184	55	260	77	105	31
Classroom Support	208	62	135	40	190	57	57	17
Teacher Support	224	67	156	47	201	60	61	18
Junior High Curriculum	259	77	172	51	235	70	84	25
Senior High Curriculum	254	76	164	49	232	69	79	24
School Liaison	122	37	101	30	129	38	46	14
Library Instruction	217	65	162	49	211	63	152	45
Information-Related								
Sex Information	292	87	137	41	241	72	38	11
Career Information	302	90	168	50	264	78	59	18
College Selection	284	84	154	46	247	73	48	14
Health Information	309	92	168	50	273	81	50	15
Personal Needs Information	299	89	145	43	246	73	51	15
Other								
Parent Support	260	77	136	40	231	69	42	13

Table 7. Educational Programs for Young Adults Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

Program	Number of Programs		% of Libraries Offering Programs	Number Attending	
	Actual	Estimated		Actual	Estimated
IN-LIBRARY					
Education/School-Related					
Class Visits to Library	387	503	21	8755	11347
Homework Support	238	302	5	3375	4298
Library Instruction	159	205	13	5117	6345
Group Tutoring	64	94	3	645	913
Information-Related					
Careers	33	42	5	642	837
College Selection	9	12	2	91	132
Sex Information	10	12	1	67	79
Health Information	22	31	4	259	332
Personal Needs	99	123	6	656	818
OUTREACH					
School Visits	423	533	14	13463	16875

Table 8. Actual Reported Number of Other In-Library, Education-Related Programs for Young Adults

Program	Number of Programs	Total Attendance
Book-Related		
Summer Reading	17	136
Reading	25	250
Book Clubs	5	56
Book Talks	36	900
Battle of the Books	1	84
Subtotals	84	1426
Education/School-Related		
SAT/ACT Instruction	10	455
Writing Workshops	10	185
Computer Use	11	36
Spanish	3	22
Vocational/ODC	6	60
Subtotals	40	758
Informational		
Babysitting Tips	1	5
Bicycle Repair	1	10
Safety	5	62
Karate	2	82
Pan Am Games Information	1	14
Library Volunteers	15	75
Subtotals	25	248
Other		
Musical	4	125
Stamp Club	12	36
Crafts	17	167
Films	2	20
Family Films	29	3400
Video	20	410
Subtotals	84	4158
Nonspecified	16	47
Totals	249	6637

Table 9. Actual Reported Number of Other Outreach, Education-Related Programs for Young Adults

Program	Number of Programs	Total Attendance
School-Related		
School Visits/Newspaper Week	2	320
Visits to School Librarians	6	NR
Book Talks in Schools	106	2083
Visits to Group Home	8	85
Subtotals	122	2488
Other		
YMCA	1	25
Summer Recreation	12	225
Displays -- Art Class	2	6
Displays -- Photography/Sports	2	3
Holiday Parties	3	300
Cross Country Skiing	1	4
Nonspecified	2	55
Subtotals	23	618
Totals	145	3106

EDUCATIONAL SERVICES AND PROGRAMMING FOR ADULTS

Public libraries were developed in this country to support the needs of adult patrons--partly to assist the assimilation of new immigrants into American culture. This represented both an educational and a cultural role for the public library. Most major studies of the public library since the 1940s show that the adult patron represents almost 75 percent of the users. They have also shown that the adult user prefers to read light fiction rather than to seek information or to further formal or informal educational needs. Yet many public libraries have emphasized information services in recent years. Within the last ten years, public libraries have assigned a high priority to literacy services.

Questions that concern adult library services and programs addressed in this study include

1. What percentage of public libraries in Indiana offer services and programs to support adult literacy and other school-related opportunities?

2. Do public libraries offer information-related services and programs for adults?

3. What percentage of Indiana public libraries participate in such programs as Let's Talk About It, Great Books, and so forth?

Information on adult educational services is presented in Table 10 and on adult programming in Tables 11 and 12. The categories used to discuss adult services include: information- related, school-related, local history/humanities services, and book-related services. Older adults are discussed in the special populations section, but many services for this group are obviously included in this section as well.

Adult Services

Information-Related Services

Services offered by the largest number of libraries were informational in nature (Table 10). Eighty-four percent of the libraries offered health information materials,

while 71% offered reference services in the health area. Eighty percent of the libraries offered materials to support consumer information and personal finance, while 79% of the libraries offered materials to support jobs/careers and family relations. These four information need areas were supported by reference services in 66 and 67% of the libraries. Only personal finance was supported through guidance and instruction by many libraries; 21% of the libraries responded positively to this item. Business information, though receiving the lowest support of each of these information areas, was supported through materials by 72% of the libraries, and 59% of the libraries responded that they provided reference support.

Local History/Humanities Services

Eighty-two percent of the libraries supported local history through provision of materials, while 72% also provided reference services. In addition, 22% of the libraries provided guidance/instruction for local history.

Seventy-eight percent of the libraries supported culture and humanities through materials, and 66% through reference services.

School-Related Services

Although it may seem incongruous to refer to library adult educational services as "school-related," public libraries do provide a number of formal learning opportunities for adults that are considered to be "alternative" forms of education. Adults can learn to read through their public libraries, obtain high school equivalency diplomas, and engage in independent study leading to college credit. Of the formal programs, high school equivalency needs were supported with materials by 82% of the libraries, with reference services by 64%, and with guidance/instruction by 11%. The next most supported educational need was literacy; 68% of the libraries provided materials for literacy, 63%

provided reference, and a high number, 30%, of libraries provided guidance/ instruction. Among adult educational services, only literacy was highly supported at the guidance/instruction level.

Supported by fewer libraries--though still significant numbers--were the following: adult basic education (ABE) (59%), CLEP (44%), and English as a Second Language (ESL) (34%). In general, Adult Basic Education and English as a Second Language are services that support adult literacy. The three categories taken together indicate that the majority of public libraries provide services in the area of literacy.

Adult Programs

School-Related

As the service patterns have shown, literacy is a high priority of public libraries. More public libraries offered literacy programming than any other kind of programming; 24% of the libraries offered 1,062 programs for literacy tutors, and 21% offered 28,530 programs for literacy learners (Table 11). The estimated number of users for this area may be actual numbers involved in literacy programs; the data show that an estimated 9,894 tutors attended these sessions, and an estimated 37,897 learners participated in literacy programs. In addition, 4% of the libraries offered 493 Adult Basic Education programs serving 6,292 students.

Information-Related

More libraries (22%) offered programs concerning personal finance than any other information program, a total of 360 programs with an estimated attendance of 5,922. Other information programs offered were health programs (13% of the libraries offered 1,135 programs) and family programs (12% of the libraries offered 238 programs).

Table 12 presents the "other" programs noted on the open-ended survey question. Eighty-two additional programs were offered, including programs on tax, navigation, computer and library instruction, and so on. These programs were attended by a total number of 3,168.

Book-Related

Fifteen percent of the libraries offered 398 programs involving culture/ humanities, with a total attendance of 15,465. Also, 10% of the libraries were involved in Let's Talk About It programs, offering 172 programs with an estimated 3,660 attendance. Great Books programs were offered by 3% of the libraries for a total of 113 programs, with an estimated attendance of 1,446.

Local history programming followed the pattern of adult services for local history. Seventeen percent of the libraries offered 268 programs with an estimated total attendance of 130,995.

Table 12 notes an additional twenty-eight book-related programs including nineteen adult reading clubs, book reviews, author autographing, and writers' workshops for a total estimated attendance of 665.

Recreational Programs

Though the adult program section of the survey did not include specific recreational programs, 52 programs were listed by write-in responses including travel and culture, and crafts, among others (Table 12). An estimated 2,047 persons attended these recreational programs. Listed separately in Table 12 are film/travel film programs. Libraries offered 703 film programs with an estimated total attendance of 20,902, making this one of the most offered adult programs with a large attendance. Only the literacy programming provided a greater number of programs. Besides literacy programs

and programs of local history, which involved the largest numbers of adults, film programs was third highest in total attendance figures.

Outreach to the Elderly

Though older adults were included in the special populations section of the survey, several respondents used the open-ended section of adult programs to report the 232 programs offered in nursing homes and older American centers attended by 3,032 persons (Table 12).

Table 10. Libraries Providing Educational Services for Adults

Service	Number of Libraries Providing							
	Materials		Support		Reference/Information		Guidance/Instruction	
	Estimated	%	Estimated	%	Estimated	%	Estimated	%
School-Related								
Literacy	231	68	218	65	213	63	101	30
Adult Basic Education	198	59	152	45	183	54	33	10
High School Equivalency	275	82	157	47	215	64	39	11
English as a Second Language	116	34	76	23	104	31	26	8
CLEP/College Credit	147	44	73	22	125	37	12	4
Information-Related								
Job/Career Information	266	79	141	42	223	66	39	11
Personal Finance	268	80	170	50	222	66	69	21
Business Information	241	72	117	35	200	59	22	6
Consumer Information	271	80	141	42	225	67	20	6
Family-Related	265	79	143	42	222	66	32	10
Political Issues	228	68	119	35	199	59	22	6
Health	284	84	164	49	239	71	42	13
Other								
Culture/Humanities	264	78	166	49	224	66	35	10
Local History	277	82	188	56	241	72	73	22

Table 11. Educational Programs for Adults Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

Program	Number of Programs		% of Libraries Offering Programs	Number Attending	
	Actual	Estimated		Actual	Estimated
School-Related					
Literacy Tutors	857	1062	24	7315	9894
Literacy Learners	23369	28531	21	30343	37897
Adult Basic Education	407	493	4	5215	6292
High School Equivalency	249	295	2	2376	2819
English as a Second Language	103	130	2	792	955
CLEP	1	1	0	46	59
Information-Related					
Job/Career	36	47	8	952	1203
Personal Finance	288	360	22	4818	5922
Business	76	96	8	1323	1641
Consumer	62	77	8	1065	1302
Public Issues Forums	18	22	2	360	434
Family	187	238	12	6608	8179
Health	912	1135	13	6992	8695
Books/Reading					
Let's Talk About It	132	172	10	2828	3660
Great Books	91	113	3	1160	1446
Other					
Cultural/Humanities	305	398	15	11803	15465
Local History	202	268	17	104858	130995

Table 12. Actual Reported Number of Other Education-Related Programs for Adults

Program	Number of Programs	Total Attendance
Books/Reading		
Adult Reading Club	19	330
Book Reviews	4	160
Author Autographing	3	145
Writer's Workshop	2	30
Subtotals	28	665
Films/Travel Films	703	20902
Information-Related		
Legislative Forum	4	200
Political	1	125
Constitution Forum	1	45
How to Use the Library	15	1033
Library Booth/Community Information Meeting	1	300
Computer Instruction	14	66
Tax	30	404
Navigation	15	975
Bird Identification	1	20
Subtotals	82	3168
Recreational		
Travel/Culture	21	779
Recreational	6	581
Crafts	16	138
Art Shows	2	350
Cooking	5	83
Sports	1	16
Shopping Mall	1	100
Subtotals	52	2047
Outreach--Elderly		
Nursing Homes	208	2720
Older American Centers	24	312
Subtotals	232	3032
Other		
Blood Pressure Screening	12	862
Personal Hygiene/Makeup	1	5
Hotline	2	37
Nonspecified	3	439
Subtotals	18	1343
Totals	1115	31157

EDUCATIONAL SERVICES AND PROGRAMS FOR SPECIAL POPULATIONS

One goal of the Indiana State Library's Long Range Plan states:

> The resources of libraries will be available through special services and materials, to persons who are physically, socially, or economically disadvantaged. (6)

In May 1988, a status report of objectives of the Long Range Plan (7) stated that there were 11,585 users who were blind and/or physically handicapped obtaining materials from either local public libraries or through the regional and subregional libraries for the blind and physically handicapped in Indiana. The report also indicated that six public libraries in Indiana provide special services to the deaf community. Services to homebound residents and those in nursing homes and hospitals were provided by some public libraries including: 92 libraries providing individualized book service to the homebound; 43 that deliver materials to nursing homes or hospitals; 47 that maintain book collections in nursing homes; and 19 that offer a books-by-mail service.

This part of the study focuses on the user group but does not try to delineate specific types of programming since it will vary by the needs and interests of each special group. The services section does use the same categories used in the rest of the study including: materials, support, reference/information, and guidance/instruction. The program section asked for the number of programs offered for each special user group and, rather than the number attending these programs, for the estimated number served by the library, which could include those offered special materials, reference service, and other services.

Questions pertaining to special user groups include:

1. Are special populations considered in planning services such as materials, support, reference, and guidance/instruction?

2. What percentage of libraries offer programs for each special population?

3. Which special groups are being served by Indiana public libraries and to what extent?

Table 13 presents the services offered to special populations, and Table 14, the number of programs.

Services Offered to Special Populations

More public libraries (66%) provide materials for visually impaired adults than for any other group with disabilities. Also, more libraries (48%) offer reference service for this group. Surprisingly, the highest level of service support, guidance and instruction, is offered by 12% of the libraries to visually impaired adults.

There is a library support system sponsored by the federal government (Library of Congress's National Library Service), including regional libraries (Indiana State Library for the Blind and Physically Handicapped) and subregional libraries (in several large public libraries), specifically for the visually impaired. This long-established and relatively well-funded service, being more widely known to public libraries and the general public, may account for the study's findings.

Older adults are served by a majority of the libraries; 53% provide materials; 40% provide reference; and 12% provide guidance/instruction services to older adults.

Parents of disabled youth are served as a special user group by 37% of the libraries in the provision of materials and by 26% of the libraries through reference service.

Between 21 and 30% of the libraries provide both material and reference support for adults and children who are hearing impaired, mobility impaired, learning disabled, or disadvantaged. Ethnic groups (identified as a special group) are served by only 9% of the libraries through special materials and 7% of the libraries by reference service (Table 13).

Programs for Special Populations

Older adults are the only "special population" group offered programs to any extent by Indiana public libraries; 18% of the libraries offer an estimated 61 programs to older adults. Less than 4% of the libraries offer special programs for any of the other special populations delineated in the study. However, these libraries offered a total of 91 programs in 1987 (Table 14).

An item on the questionnaire requested an "estimate of the number of people in each target group served." The data reported back from libraries suggested varying interpretations of this request. Therefore, these estimations of numbers of users with special needs were not used in the analysis but are included in the complete listing of the survey data in Appendix B.

Table 13. Libraries Providing Educational Services for Special Populations

Service	Number of Libraries Providing							
	Materials		Support		Reference/Information		Guidance/Instruction	
	Estimated	%	Estimated	%	Estimated	%	Estimated	%
Older Adults	179	53	107	32	135	40	41	12
Visually Impaired Adult	221	66	114	34	160	48	39	12
Visually Impaired Child	115	32	56	17	89	27	12	4
Hearing Impaired Adult	99	30	48	14	88	26	12	4
Hearing Impaired Child	85	25	41	12	82	24	11	3
Mobility Impaired Adult	86	26	49	15	73	22	13	4
Mobility Impaired Child	75	22	40	12	70	21	9	3
Learning Disabled Adult	96	29	42	12	77	23	14	4
Learning Disabled Child	101	30	46	14	86	25	11	3
Parents of Disabled Youth	124	37	46	14	88	26	15	5
Disadvantaged	90	27	53	16	74	22	12	4
Ethnic Groups	30	9	17	5	23	7	8	2

Table 14. Educational Programs for Special Populations Provided by Indiana Public Libraries in 1987

Program	Number of Programs		% of Libraries Offering Programs
	Actual	Estimated	
Older Adults	48	61	18
Visually Impaired Adults	8	11	3
Visually Impaired Children	2	3	1
Hearing Impaired Adults	7	9	3
Hearing Impaired Children	5	6	2
Mobility Impaired Adults	7	9	3
Mobility Impaired Children	2	2	1
Learning Disabled Adults	5	7	2
Learning Disabled Children	9	11	3
Parents of Disabled Youth	5	6	2
Disadvantaged	6	8	2
Ethnic Groups	6	8	2
Other Groups	9	11	3

PURPOSES OF THE PUBLIC LIBRARY

Currently, through the direction of the Public Library Association (PLA), a division of the American Library Association, public libraries are being encouraged to review existing services in light of community characteristics and needs in order to redefine the library's mission and to set priorities among the roles the library will assume. This process is being proposed by PLA as part of its recommended Public Library Development Program (PLDP). Emphasis is on describing a process of planning, role setting, and evaluation which can lead to the continuous development of more effective public library services. (8, 9)

One goal of the Indiana Long Range Plan for Library Services and Development: 1985-1990 is stated below:

> Direct library service will be available to Indiana citizens of all ages and groups of all types, in order to meet their educational, vocational, informational, cultural, and personal needs. (10)

To assess the perceptions of the importance of the educational purpose as compared to other generally accepted purposes of public libraries in Indiana, one section of the survey asked a series of questions concerning these perceptions. Tables 15, 16, and 17 present these findings. (The number of respondents has been omitted from these tables because it varies by individual purpose.)

The most direct question asked the respondents to rank the importance of the four roles: educational, informational, recreational, and cultural. Sixty-eight percent of the libraries indicated the informational purpose as extremely important; while 59% ranked the educational purpose in this category; 47%, the recreational purpose; and only 17%, the cultural purpose (Table 15). Even when viewing the combination of both the extremely and very important categories, the rankings remain the same but are more

revealing: informational, 92%; educational, 88%; recreational, 84%; and cultural, 49%. It is evident that Indiana public libraries consider these top three purposes to be almost equally important. Virtually none of the libraries indicated any of the four purposes to be not important; and only the cultural purpose was considered to be only "somewhat important" by approximately 20% of the libraries.

However, when libraries were asked to rank these same purposes by how library resources are used to provide educational services, the ranking changed, as seen in Table 16. Though the informational purpose was still most important (42%), the recreational purpose was ranked second, closely followed by the educational purpose. Less than 2% of the libraries ranked the cultural purpose as most important, while 76% of them ranked it as least important. There is obviously more diversity in rankings of the recreational purpose; though 32% of the libraries noted it as most important, 19% listed it as least important, and 33% as only "somewhat important."

Table 17 shows these same purposes ranked according to the respondents' perceptions of patrons' use. Recreational use is most important according to 60% of the libraries, with informational use and educational use trailing by 28% and 15% respectively. Ninety-one percent of the librarians noted the cultural use to be least important.

It should be stressed that the data in Tables 15 through 17 represent the perceptions of respondents with respect to the purposes their libraries serve, the allocation of library resources in support of these services, and the purposes for which patrons appear to use the library. The educational purpose shifts between second and third place in the rankings, depending upon the specific question being addressed. There appears to be some indication that librarians perceive education to be second in importance only to information, and that they attempt to allocate resources accordingly. The most prevalent use of the library, however, is being perceived as recreational. This

may result from the fact that the majority of the respondents represent smaller libraries which are generally presumed to serve primarily a recreational purpose in the community.

It should also be noted that considerable overlap is possible among these several library purposes. For example, an item purchased mainly for its informational value may nonetheless be used as an educational, self-help tool by one individual, and as recreational or leisure-time reading by another. It was determined that these findings are not generalizable to the total population. Therefore, no attempt was made to extrapolate statewide totals.

A number of questions relating to the planning of educational services and programs were also explored in terms of librarian perceptions and will be discussed individually.

Importance of Client Groups

One question of the study concerned the priority placed on various client groups by age: children, young adults, and adults. Table 18 indicates that 44% of the libraries perceive that they give equal priority to adults and children, with lesser emphasis on young adults, while 31% felt they give equal priority to the three groups. Interestingly, 21% of the libraries indicated that children's services are given top priority.

Decision-Making in Libraries

Three of the questions concern decision-making regarding services and programs. First, survey respondents were asked the person or group responsible for decision-making. The majority of libraries (54%) indicated that the library director was responsible. The "other" open-ended category was noted by 14% of the libraries; while 12% of the libraries designated the branch librarian as the decision-maker. Only 7% noted that the library board made this type of decision (Table 19).

A second decision-making question concerned the methods used to establish educational services and programs. Table 20 shows that 80% of the libraries made these decisions based on staff/trustee perceptions while 75% used ideas from other libraries; 57% used statistical data, 53% used mission or goals statements, 44% followed traditional practice, and 40% used user surveys. Libraries could indicate several methods in responding to this question. It is interesting to note that, while the majority of libraries utilize staff/trustee perceptions, slightly more than half are also using "planning" elements in the form of statistical information and written mission and goal statements.

Another question tried to determine what methods are used to evaluate educational programs and services. In Table 21, it can be seen that both staff observations/ perceptions and attendance records are equally important in evaluation. Two other widely used methods are circulation and informal feedback. In light of the current interest on a national level for output measures and quantitative measurement in general, it is interesting to note that 10% of Indiana libraries use output measures and 21% use user surveys.

Cooperation with Community Agencies

In view of the focus of this study on the educational role of the public library, it is interesting to note the findings shown in Table 22. Ninety-three percent of the libraries cooperate with public schools. With the current emphasis on literacy, both nationally and in Indiana, it is important to see that 49% of the libraries cooperate with literacy coalitions. Over half of the libraries also cooperate with scout groups and service organizations. A substantial number of libraries engage in cooperative efforts with churches, mental health services, cooperative extension agencies, and the agencies on the aging.

Funding for Educational Activities

One question explored whether libraries received outside funding for their educational activities or programs. Not many Indiana libraries do receive outside funding. Only four sources of outside funding were reported by 10% or more of the libraries. Local friends groups provided funding for 33% of the libraries; local businesses or organizations for 23% of the libraries, the federal Library Services and Construction Act (LSCA) monies provided direct funding to 17% of the libraries, and the National Endowment for the Humanities provided funding for 10% of Indiana's public libraries. Although not reflected in this study, LSCA monies do benefit public libraries indirectly through the support they receive from their local Area Library Service Authority (ALSA), which is funded mainly through LSCA (Table 23).

Perceptions Concerning School Libraries

In an examination of the patterns of public library service to school children, it is appropriate to assess the public librarians' perceptions of their local school libraries and the school-related use of the public library. The findings concerning these perceptions are presented in Tables 24 and 25.

Though less than 15% of the respondents perceived elementary, junior high, or senior high school libraries to be excellent, most rated these public school libraries as either quite good or adequate. However, 19% of the respondents view the elementary school library as inadequate, 10% view the junior high library as inadequate, and 8% view the senior high library in that rating. Private school libraries were viewed as inadequate by 41% of the respondents (Table 24).

A more important finding was that 53% of the librarians felt that the public library served as a school library to a great extent, while 43% felt this was true to some

extent (Table 25). Although not reflected in the tables, 82% of the librarians responded that the level of support the public library provided local students was appropriate with respect to the library's educational purpose.

Table 15. Perceptions of Respondents Concerning the Importance of Four Broad Public Library Purposes

Purpose	Extremely Important		Very Important		Important		Somewhat Important		Not Important	
	Number	(%)	Number	(%)	Number	(%)	Number	(%)	Number	(%)
Informational	168	(67.5)	61	(24.5)	19	(7.6)	1	(0.4)	0	
Educational	146	(58.6)	72	(28.9)	29	(11.6)	2	(0.8)	0	
Recreational	118	(47.4)	91	(36.5)	30	(12.0)	8	(3.2)	1	(0.4)
Cultural	41	(16.8)	79	(32.4)	80	(32.8)	41	(16.8)	3	(1.2)

Table 16. Perceptions of Respondents Concerning the Ranking of Purposes by Use of Resources

Purpose	Most Important		Important		Somewhat Important		Least Important	
	Number	(%)	Number	(%)	Number	(%)	Number	(%)
Informational	107	(42.0)	106	(41.6)	38	(14.9)	4	(1.6)
Recreational	81	(31.8)	41	(16.1)	84	(32.9)	49	(19.2)
Educational	70	(27.5)	103	(40.4)	77	(30.2)	5	(2.0)
Cultural	3	(1.2)	6	(2.4)	53	(20.8)	193	(75.7)

Table 17. Perceptions of Respondents Concerning the Ranking of Purposes by Patrons' Use

Purpose	Most Important		Important		Somewhat Important		Least Important	
	Number	(%)	Number	(%)	Number	(%)	Number	(%)
Recreational	154	(60.4)	46	(18.0)	42	(16.5)	13	(5.1)
Informational	70	(27.5)	118	(46.3)	65	(25.5)	2	(0.8)
Educational	38	(15.0)	87	(34.3)	124	(48.8)	5	(2.0)
Cultural	0	(0.0)	5	(2.0)	19	(7.5)	230	(90.6)

Table 18. Priorities Given by Respondents to Client Groups (n = 257)

Priority	Number of Libraries	Percent of Libraries
Equal priority is given to services for adults and children, lesser emphasis on young adults	112	43.6
Equal priority is given to services for adults, children, and young adults	80	31.1
Children's services are given top priority	54	21.0
Adult services are given top priority	11	4.3

Table 19. Responsible Person or Group for Decision Making Concerning Educational Services/Programs (n = 252)

Person/Group	Number of Libraries	Percent of Libraries
Library Director	135	53.6
Other	36	14.3
Branch Librarian	29	11.5
Appropriate Department Head	21	8.3
Library Board	17	6.7
Planning Group	12	4.8
Appropriate System Coordinator	2	.8

Table 20. Methods Used to Establish Educational Services and Programs

Method	Number of Libraries	Percent of Libraries
Staff/trustee perceptions	208	80.3
Offerings of other libraries	195	75.3
Statistical data	147	56.8
Mission or goals statement	137	52.9
Traditional practices	115	44.4
User survey	104	40.2
Community survey	62	23.9
Planning group	50	19.3
Other	12	4.6

Table 21. Methods Used to Evaluate Educational Programs and Services

Method	Number of Libraries	Percent of Libraries
Staff observations/perceptions	223	86.4
Attendance records	220	85.3
Circulation	206	79.8
Informal feedback	196	76.1
Use statistics	120	46.5
Evaluation forms (n = 256)	70	27.1
User surveys	55	21.3
Output measures	25	9.7
Other	3	1.2

Table 22. Cooperation with Community Agencies

Agency	Number of Libraries	Percent of Libraries
Educational Agencies		
Public Schools	237	92.9
Colleges/Universities	65	25.5
Other Educational Agencies	31	12.2
Clubs/Community Organizations		
Scout Groups	161	63.1
Churches	119	46.7
Service Organizations	157	61.6
Other Clubs	24	9.4
Health/Social Service Agencies.		
Rehabilitation Services	36	14.1
Mental Health Services	80	31.4
Other Health Services	41	16.1
Municipal/County Agencies		
Fire Department	75	29.4
Police Department	62	24.3
Other Municipal Agencies	19	7.5
Other		
Cooperative Extension	102	40.0
Literacy Coalitions	126	49.4
Agencies on the Aging	89	35.0
Other Local Agencies	13	5.1

Table 23. Sources of Outside Funding for Educational Activities or Programs Obtained by Respondents in 1987

Funding Source	Number of Libraries	Percent of Libraries
Local Friends of the Library Group	83	32.8
Local Business or Organization	59	23.3
Library Services & Construction Act	42	16.6
National Endowment for the Humanities	25	9.9
Other Agencies	13	5.1
State Humanities Commission	12	4.7
National Endowment for the Arts	4	1.6
State Council on the Arts	4	1.6

Table 24. Perceptions of Public Librarians of School Libraries/Media Centers in Their Communities

School	Excellent	Quite Good	Adequate	Inadequate	Not Available	No Opinion
Elementary School	24 (9.7%)	81 (32.7%)	78 (31.5%)	46 (18.5%)	4 (1.6%)	15 (6.0%)
Junior High School	18 (7.5%)	86 (35.8%)	86 (35.8%)	23 (9.6%)	4 (1.7%)	23 (9.6%)
Senior High School	30 (12.4%)	89 (36.8%)	76 (31.4%)	20 (8.3%)	3 (1.2%)	24 (9.9%)
Private Schools (if any)	4 (2.5%)	9 (5.6%)	27 (16.8%)	66 (41.0%)	21 (13.0%)	34 (21.1%)

Table 25. Perceptions of Public Librarians that Public Library Serves as School Library

Perception	Number of Libraries	Percent of Libraries
To a great extent	135	52.9
To some extent	109	42.7
Just slightly	11	4.3
Not at all	0	0.0

DISCUSSION

This survey of the educational role of public libraries in Indiana supports the assumption that a variety of activities are being conducted throughout the state, providing formal, informal, and alternative learning opportunities for thousands of Hoosiers from birth through their older years. In terms of numbers of programs and total attendance, the contribution of public libraries, large and small, toward the goal of lifelong learning is impressive.

The preschool and school-related services and programs of public libraries are important not only because they extend and supplement the efforts of the state's system of formal education, but also because they encourage children and young people to view reading and learning as enjoyable and worthwhile pursuits which need not end with their formal education. The ability of today's young people to excel in tomorrow's learning society can only be enhanced as a result of the encouragement they receive through public library educational services.

ACTIVITIES FOR CHILDREN

Between 70 and 80% of the state's public libraries provide materials to supplement the formal education of elementary school children. Between 65 and 75% provide school-related reference and information services to the same age group. Materials appropriate to the needs of preschool children and their parents are available through nearly 90% of the public libraries, while reference and information in support of parent education is offered by 70%.

Educational programming for children ranges from preschool storytimes to summer reading clubs, from library use instruction to class visits to the library, plus a broad spectrum of other activities. It is estimated that some 7,100 library preschool storytime

programs were attended by over 154,000 children, while an additional 8,880 storytimes were offered to 95,880 children. Approximately 152,300 children participated in over 2,090 summer reading programs. In 1987, public libraries in Indiana were visited by 8,120 school classes, consisting of 189,400 children.

ACTIVITIES FOR YOUNG ADULTS

Young adults, aged thirteen through eighteen, will find materials that supplement their school work in 80% of the public library outlets. In addition, between 84 and 92% of the libraries provide materials, and between 72 and 81% provide reference and information services related to the concerns of young adults in the areas of career and college selection, health, sexuality, and other personal matters.

Approximately 22,900 young people participated in over 1,100 class visits, library instruction, tutoring, and other school-related programs in public libraries in 1987. In addition, public librarians made over 530 visits to junior and senior high schools, reaching nearly 17,000 young adults.

ACTIVITIES FOR ADULTS

Public libraries trace their close association with adult education to the early beginnings of the American public library movement in the mid-1800s. From that time to the present, adult basic and continuing education has been considered a high priority by public librarians. An estimated 68% of Indiana's public libraries provided adult literacy materials in 1987; 59% provided materials in support of adult basic education; and 82% made materials available for those studying for the high school equivalency diploma.

The involvement of Indiana public libraries in the current national effort against illiteracy is evident by the findings of this study. Twenty-four percent of the libraries

offered tutor training and 21% offered literacy programs. Additionally, 49% of the libraries cooperated with literacy coalitions in their communities.

Those for whom English is a second language were able to find appropriate materials in 34% of the public libraries; while those pursuing college credit through CLEP and similar programs found supporting materials available in 44% of the libraries.

A range of between 68 and 84% of libraries provided materials related to job or career information, personal finance, business, consumerism, family, health, and political issues. These numbers support one of the study's other findings, that a high percentage of public librarians perceive an informational purpose as being either "very" or "extremely" important.

One of the roles that public libraries play in the community, which can be equally strong for a small as for a larger library, is that of a center for the preservation and dissemination of local history materials. Eighty-two percent of Indiana's public libraries collect such materials. Some 72% provide reference and information services related to local history. Although only an estimated 17% of public libraries provided local history programming in 1987, such programs had an approximate attendance of 131,000.

Book and reading oriented programs for adults (reading clubs, book review presentations, Great Books discussion groups, and so forth) have traditionally been part of the offerings of public libraries. The popularity of these programs has varied with the times and with the characteristics of individual communities. Only a small percentage of Indiana libraries (10% or less) provided such programs in 1987. Attendance estimates, however, indicate that individuals in certain communities still respond positively to book-related programs.

SPECIAL POPULATIONS

Publicly supported libraries generally accept responsibility for meeting the needs

of a broad cross-section of their communities. This responsibility extends to various subgroups in the population who, for one reason or another, may require customized or special services. The study explored the extent to which Indiana's public libraries are providing educational opportunities to persons with disabilities, older adults, disadvantaged, and ethnic populations. An estimated 66% of public libraries provide materials for visually impaired adults, while 32% have materials available for visually impaired children. Depending upon the specific disability, between one-fourth and one-third of the public libraries provide materials appropriate for adults and children who are hearing or mobility impaired, or who have learning disabilities.

Only 9% of the libraries provide special materials for ethnic populations; however, it is estimated that 27% supply materials geared to the needs of the disadvantaged. Materials specially selected for use by older adults are to be found in 53% of the libraries. There is probably some overlap between the group designated as visually impaired adults and that categorized as older adults. These two populations receive a higher level of service (reference/information) in 48 and 40% of the libraries, respectively.

Programming for special populations is not as prevalent. Older adults are offered programming through 18% of the libraries, while programming for other groups is found in under 5% of the public libraries.

LIBRARIAN PERCEPTIONS

The main focus of the study was the compilation of estimated statewide totals and percentages of libraries providing services and programs in 1987. Respondents were also asked about their perceptions of four broad purposes generally accepted by public libraries. Ninety-two percent of the sample indicated that an informational purpose was either very important or extremely important, while 88% placed education in one or the

other of these categories. When asked about the use of resources in support of an educational purpose, 68% ranked such use as either important or most important. Eighty-four percent ranked information as important or most important with respect to the allocation of resources. On the other hand, the library's recreational purpose was seen as an important or the most important purpose for which patrons used the library. In their assessment of library use, respondents perceived the use for educational purposes as ranking third in importance, behind recreation and information.

Because informational and educational purposes are not mutually exclusive and tend to overlap, it might be assumed that respondents tended to vary in terms of how narrowly or how broadly they defined each purpose. The survey instrument itself did not include an exact definition of "educational purpose." The study suggests that, while public librarians see the provision of information as an increasingly important component of their basic service, they are still highly committed to an educational purpose.

With respect to priorities assigned to educational activities for various age groups, there was no majority response. Forty-four percent indicated that equal priority is given to adults and children, with a lesser priority assigned to young adults. Thirty-one percent felt that all three groups were given equal priority.

The study seems to suggest (both in its quantitative findings and in the perception findings) that public libraries in Indiana represent a diverse group with respect to their educational activities. There is no single educational service or program that is offered by every public library outlet, although there are a number of such activities that are found in a majority of libraries. The close alignment of public libraries with public schools is evident in the study's finding that 93% of the libraries cooperate with the public schools.

Each library apparently gears its educational function to the needs of its own constituency, much as the Public Library Planning Process suggests. Although the study did not attempt to explore this area, there is a suggestion that priorities, and the extent to

which educational services and programs are provided, are determined on the basis of the local constituency and its needs. This is suggested by the finding that over 50% of the libraries establish services on the basis of written mission or goals statements. Other planning techniques used are statistical data (57%), user surveys (40%), community surveys (20%), and planning groups (20%). However, over 80% of the libraries establish services on the basis of staff/trustee perceptions, and 75% follow the service practices of other libraries.

Obviously, library finances are the ultimate determinant of a library's decisions concerning services and programs. Although the study tried to assess the availability of outside funding, it did not attempt to ascertain the relationship between such funding and educational activities. Library friends groups and local organizations were the sources most often indicated by the few respondents who reported that their libraries did receive outside funding.

Over half of the respondents perceived that their libraries were serving as school libraries "to a great extent," while 43% felt that this was true "to some extent." This perception appears to be supported by the percentages of libraries that provide various educational services for school-age children and young adults.

Public libraries in Indiana represent a unique and important component in the state's overall system of education. They are the only publicly supported agencies that offer educational opportunities to all age levels in the community. Their programs and services are available without charge and at the option of the client. Use of the library's services is a completely voluntary action on the part of the individual; in most cases its benefits are far less tangible than the diploma or certificate offered by formal educational institutions. These factors make the numbers of individuals who participate in library educational activities all the more impressive.

NOTES

1. E. Walter Terrie and F. William Summers, Libraries Improve Florida's Education: A Report on the Role of Public Libraries in the Education of Florida's Children and Illiterate Adults (Tallahassee: Florida Department of State, Division of Library and Information Services, 1987).

2. IC 41-901, in American Library Laws, ed. Alex Ladenson. (Chicago: ALA, 1973), p. 654. Revised and recodified as IC 20-14-1-3, in Burns Indiana Statutes Annotated, Title 20, Articles 10-14, Title 21 (Charlottesville, NC: Michie, 1985), p. 217.

3. IC 63-806, in American Library Laws, op. cit., pp.639-41. Revised and recodified in Burns Indiana Statutes Annotated, Title 4 (Charlottesville, NC: Michie, 1986), pp. 590-92.

4. Committee on Post-War Planning, American Library Association, Carleton B. Joeckel, chair. Post-War Standards for Public Libraries (Chicago: ALA, 1943). See also Joeckel, Carleton, and Amy Winslow, A National Plan for Public Library Service (Chicago: ALA, 1948).

5. Richard B. Sealock, "A Library Development Plan for Indiana," Library Occurrent 15, no. 2 (April-June 1945): 384-85; Marian McFadden, "Some Thoughts on Common Goals of the School and Public Libraries," Library Occurrent 15, no. 4 (October-December 1945): 449-50.

6. Indiana Long Range Plan for Library Services and Development: 1985-1990 (Indianapolis: Indiana State Library, 1984).

7. Indiana Long Range Plan for Library Services and Development: 1985-1990: Status Summary of Objectives (Indianapolis: Indiana State Library, May 1988).

8. Planning and Role Setting for Public Libraries: A Manual of Options and Procedures (Chicago: American Library Association, Public Library Development

Project, 1987).

9. Output Measures for Public Libraries: A Manual of Standardized Procedures (Chicago: American Library Association, Public Library Development Project, 1987).

10. Indiana Long Range Plan for Library Services and Development, 1985-1990 (Indianapolis: Indiana State Library, 1984).

APPENDIX A

Survey of Public Libraries:

Educational Role and Services

STATE OF INDIANA

INDIANA STATE LIBRARY
140 North Senate Avenue
Indianapolis, IN 46204
(317) 232-3675

Charles Ray Ewick, Director

March 23, 1988

DIVISIONS:
BLIND AND PHYSICALLY HANDICAPPED
CATALOG
DATA SERVICES
EXTENSION
GENEALOGY
INDIANA
REFERENCE AND LOAN

Dear Colleagues:

In the coming session of the Indiana General Assembly the State Library will seek to substantially increase the amount of State support for public libraries. We will stress the fact that state law says "The state shall encourage the establishment, maintenance, and development of public libraries throughout Indiana as part of its provision for public education." Since that role may not be as obvious to some as to others, we have asked the Graduate School of Library and Information Science to undertake a very quick study of the role of public libraries in Indiana in relation to "public" education. The State Library needs to document the educational impact of public libraries in Indiana. The enclosed questionnaire is a part of this study.

Although literacy, lifelong learning, and the quality of education in general are often topics of discussion in the State Legislature, in the Congress, and in the media; very rarely is recognition given to the contributions of public libraries in these areas. Public libraries may see themselves as active participants in the state's educational system, but this partnership is easily overlooked by the general public and by potential funding sources.

Your cooperation in this study will provide the State Library with the information it needs to conduct an awareness campaign about the educational services public libraries provide. Please don't be put off by the length of the survey instrument. Many of the questions simply require a checkmark and an estimated figure and only on the parts applicable to you. This is your opportunity to influence statewide funding for libraries. A high return is needed to prove our educational impact.

If your library has branch outlets, we have enclosed questionnaires for each branch as well as the main library. It is our hope that you will distribute these to the appropriate individuals in your branches for completion.

An Equal Opportunity Employer

We have tried to obtain the necessary data while requiring as little time as possible. We have been able to obtatin certain data elements from your annual reports and are not asking for it again. The questionnaire looks lengthy, but it consists primarily of checklists and should not take more than twenty to thirty minutes to complete. Although it has been pretested there may very well still be problems we haven't resolved, so please contact the State Library (Carl Beery).

Your help in completing and returning the questionnaire by April 29,1988; and (if appropriate)by encouraging your branch librarians to do likewise, will be greatly appreciated.

Completed questionnaires should be mailed to :

Verna L. Pungitore
Indiana University
School of Library and Information Science
Bloomington, In 47405

Thank you very much for your cooperation.

Sincerely

Charles Ray Ewick,
State Librarian

SURVEY OF PUBLIC LIBRARIES: EDUCATIONAL ROLE AND SERVICES

The Indiana State Library has commissioned Indiana University's School of Library and Information Science to conduct a survey of the range of educational services and programs available to all age levels through the state's public libraries. Your cooperation in completion of the survey is needed to accurately describe the importance of the educational role of the public library. **All responses are strictly confidential**. No individual person or library will ever be identified in any report from this study.

We are requesting information for your entire system, including the main library and each branch. Please complete separate forms for each building.

Is your library a member of a regional system? Yes ☐ No ☐

If yes, system name: _____

Library Name: _____

Branch Name (if appropriate): _____

Branch Address: _____

Name/title of person completing form:

_____

Separate sections of the survey will ask you to provide information about both services and programs for children, young adults, adults, and special populations. Please be guided by the following definitions in completing the attached forms:

Materials means related materials in any format such as monographs, periodicals, pamphlets and brochures, bibliographies, AV materials, etc.

Support means any support service such as referrals, meeting space, informational displays, exhibits, booklists, etc.

Reference/Information means the provision of information or access to information through the use of the catalog, indexes, and other bibliographic resources including staff.

Individual guidance/instruction means personal guidance, tutoring, and any other form of personalized educational service.

Age Group means the age range (such as 5-8) for whom the program is intended.

Service Hours means the number of hours spent on planning and implementing the program.

SECTION 1: CHILDREN AND YOUNG ADULTS

For the following section, please check (✓) each column that describes activity in the listed service areas. Check as many activities as appropriate for each service.

Part A: SERVICES FOR CHILDREN (Birth through age 12)

Service Areas	ACTIVITIES			
	Materials	Support	Reference/Information	Guidance/Instruction
Parent/Toddler				
Infant Care				
Parent Education				
Formal School Liaison				
Teacher Support				
Curriculum Support				
Classroom Support				
Homework Support				
Daycare Support				
Reading Guidance				
Library Instruction				
Others (Please Specify)				

Part B: SERVICES FOR YOUNG ADULTS (AGES 13 THROUGH 18)

Service Areas	ACTIVITIES			
	Materials	Support	Reference/Information	Guidance/Instruction
Formal School Liaison				
Junior High School Curriculum Support				
Senior High School Curriculum Support				
Classroom Support				
Teacher Support				
Homework Support				
Library Instruction				

Part B: SERVICES FOR YOUNG ADULTS (continued)

Service Areas	ACTIVITIES			
	Materials	Support	Reference/Information	Guidance/Instruction
Parent Support				
Reading Guidance				
Sex Information				
Career Information				
College Selection				
Health Information (suicide, tobacco, alcohol, drugs, etc.)				
Personal Needs (dress, grooming, body image/awareness)				
Others (Please Specify)				

Part C: EDUCATIONAL PROGRAMS FOR CHILDREN (BIRTH TO AGE 12)

This part will ask you to provide information about specific programs you provide for children that might have educational value or objectives. Consider TOTALS FOR THE YEAR JANUARY 1987 THROUGH DECEMBER 1987. If you do not have exact totals, please provide estimates. Your estimate of service hours should include both preparation and actual time for both staff and volunteers.

Program	Age Group (targeted)	Number of Programs 1987	Total Attendance 1987	Service Hours (1987)	
				Staff	Volunteer
IN LIBRARY					
-Parent/Toddler					
-Storytimes					
-Films					
-Book Discussion					
-Booktalks					
-Puppet Shows					
-Arts/Crafts					
-Creative Dramatics					
-Performances					
-Author Appearances					

Part C: EDUCATIONAL PROGRAMS FOR CHILDREN (continued)

Program	Age Group (targeted)	Number of Programs 1987	Total Attendance 1987	Service Hours (1987)	
				Staff	Volunteer
- Summer Reading (Specify Age)					
- Summer Reading (Specify Age)					
- Parent Programs					
- Teacher/Caretaker Programs					
- Class Visits					
- Library Instruction					
- Group Tutoring					
- Homework/Term Paper					
- Other Group Visits					
- Other In Library Programs (Specify)					
OUTREACH					
- Daycare/Nursery School					
- Hospitals/Institutions					
- Recreation Centers					
- Scouts					
- Community Groups (Specify)					
- Visits to School Classes					
- Other School Visits					
- Other Outreach (Specify)					

Part D: EDUCATIONAL PROGRAMS FOR YOUNG ADULTS (Ages 13 through 18)

This part will ask you to provide information about specific programs you provide for young adults that might have educational value or objectives. Consider TOTALS FOR THE YEAR JANUARY 1987 THROUGH DECEMBER 1987. If you do not have exact totals, please provide estimates. Your estimate of service hours should include both preparation and actual time for both staff and volunteers.

Program	Number of Programs 1987	Total Attendance 1987	Service Hours (1987)	
			Staff	Volunteer
IN LIBRARY				
- Class Visits				
- Library Instruction				
- Homework Support				
- Group Tutoring				
- Careers				
- College Selection				
- Sex Information				
- Health Information				
- Other Personal Needs				
- Other In Library Programs (Specify)				
OUTREACH				
- Visits to School Classes				
- Other Outreach Programs (Specify)				

SECTION II: ADULTS

Please use the same definitions to guide your responses to this section:

Materials means related materials in any format such as monographs, periodicals, pamphlets and brochures, bibliographies, AV materials, etc.

Support means any support service such as referrals, meeting space, informational displays, exhibits, booklists, etc.

Reference/Information means the provision of information or access to information through the use of the catalog, indexes, and other bibliographic resources including staff.

Individual guidance/instruction means personal guidance, tutoring, and any other form of personalized educational service.

Service Hours means the number of hours spent on planning and implementing the program.

Part A: SERVICES FOR ADULTS

Please check (✓) each column that describes activity in the listed service areas. Check as many activities as appropriate for each service.

Service Areas	ACTIVITIES			
	Materials	Support	Reference/Information	Guidance/Instruction
Literacy				
Adult Basic Education				
High School Equivalency				
English as a Second Language				
CLEP or Other Program for College Credit				
Job/Career Planning				
Personal Finance (e.g., help with taxes, budget, retirement planning)				
Business (patents, grants, planning, taxation, etc.)				
Consumer Information (legal rights, safety energy conservation)				
Political Issues (local or national issues/candidates)				
Family (parenting, family relations, support groups)				

Part A: SERVICES FOR ADULTS (continued)

Service Areas	ACTIVITIES			
	Materials	Support	Reference/Information	Guidance/Instruction
Health (nutrition, mental health, exercise, screenings)				
Cultural/Humanities (art, literature, music, films)				
Local Culture/History (state and local history, characters, crafts)				
Other (Specify)				

Part B: EDUCATIONAL PROGRAMS FOR ADULTS

This next part will ask you to provide information about specific programs you provide for adults that might have educational value or objectives. Consider TOTALS FOR THE YEAR JANUARY 1987 THROUGH DECEMBER 1987. If you do not have exact totals, please provide estimates. Your estimate of service hours should include both preparation and actual time for both staff and volunteers.

Program	Number of Programs 1987	Total Attendance 1987	Service Hours 1987	
			Staff	Volunteer
Literacy (tutors)				
Literacy (learners)				
Adult Basic Education				
H.S. Equivalency				
English as a 2nd Language				
CLEP or Similar				
Job/Career				
Personal Finance				
Business				
Consumer Information				
"Public Issues Forum" (national program)				
Family				

Part B: EDUCATIONAL PROGRAMS FOR ADULTS (continued)

Program	Number of Programs 1987	Total Attendance 1987	Service Hours 1987	
			Staff	Volunteer
Health				
"Let's Talk About It" (national program)				
"Great Books Discussion" (national program)				
Cultural/Humanities				
Local Culture/History				
Other (Specify)				

SECTION III: EDUCATIONAL SERVICES FOR SPECIAL POPULATIONS

For the following section, please check each column that describes services for the target groups listed. In the last column, please estimate the number of people in each target group served.

Target Group	Materials	Support	Ref./Info.	Guidance/Instr.	Programming	Est. No. of Users
Visually Impaired Adult						
Visually Impaired Child						
Hearing Impaired Adult						
Hearing Impaired Child						
Mobility Impaired Adult						
Mobility Impaired Child						
Learning Disabled Adult						
Learning Disabled Child						
Parents of Disabled Youth						
Older Adults						
Disadvantaged						
Ethnic Groups (Specify)						
Other Groups (Specify)						

SECTION IV: EDUCATIONAL ROLE OF THE LIBRARY

This final section requests additional information describing your library's educational role in the community.

1. Does your library have a written statement which identifies mission, goals, and objectives for your library? Yes ☐
No ☐

2. Traditionally, the following purposes have been considered important for public libraries. Please indicate the relative importance of each purpose in your library by drawing a circle around the appropriate number.

TRADITIONAL PURPOSES	Extremely Important	Very Important	Important	Somewhat Important	Of No Importance
Cultural Purpose	1	2	3	4	5
Educational Purpose	1	2	3	4	5
Informational Purpose	1	2	3	4	5
Recreational Purpose	1	2	3	4	5

3. Please consider how your library's resources are used with respect to these four broad purposes and rank them in order of importance or priority. (Place a "1" beside the purpose which is emphasized the most by your library; a "2" beside the purpose which is next in emphasis; and so forth. The number "4" should be placed beside the purpose on which your library places the lowest priority):

____ Cultural Purpose

____ Educational Purpose

____ Informational Purpose

____ Recreational Purpose

4. For this question you are to rank the purposes for which you think your patrons use the library. Use the same ranking scale as in question 3.

____ Cultural Purpose

____ Educational Purpose

____ Informational Purpose

____ Recreational Purpose

5. Which of the following best characterizes your library with respect to educational support for various age groups? (Please check only one answer.)

_____ Equal priority is given to services for adults, children, and young adults.

_____ Equal priority is given to services for adults and children, with somewhat lesser emphasis on young adults.

_____ Adult services receive top priority.

_____ Children's services receive top priority.

6. Who is responsible for making decisions about the kinds of educational services/programs your library offers? (Please check the most appropriate answer.)

_____ library director

_____ appropriate department head

_____ appropriate system coordinator

_____ branch librarian

_____ planning group

_____ library board

_____ other (If none of the above answers fits, please explain how such decision making occurs in your library.) _____

_____

7. Which of the following methods has your library used in establishing the educational services/ programs it provides? (Please check all answers which apply.)

_____ identification of needs through a user survey

_____ identification of needs through a community survey

_____ use of a planning group which includes community representation

_____ use of the library's established mission and goals statement as a guide

_____ use of statistics to determine continuing need for existing programs

_____ perceptions of the staff/trustees concerning educational needs

_____ reading/hearing accounts of successful programs being offered by other libraries

_____ adhering to traditional practices in your library

_____ other (Please describe.)

8. How does your library evaluate the effectiveness of your educational programs/services? (Please check all methods which apply.)

____ attendance records	____ evaluation forms
____ circulation	____ informal feedback
____ use statistics	____ user surveys
____ staff observation/perceptions	____ output measures

____ other (Please describe.) _____

9. During 1987, did your library receive any special (outside) funding for any of its educational activities or programs?

____ yes ____ no

10. If you answered "Yes" to question # 9, please indicate the source(s) of your outside funding. (Check all that apply.)

____ Library Services and Construction Act

____ National Endowment for the Humanities

____ National Endowment for the Arts

____ State Council on the Arts

____ State Humanities Commission

____ Local Friends of the Library Group

____ Local business or organization

____ Other agencies (Please list specific agencies from whom you received grant funds.)

11. If your library could obtain increased funding, which educational services or programs would you like to add or expand?

12. What community agencies do you cooperate with in terms of educational programming or meeting educational needs of users? (Please check all that apply.)

Educational Agencies:	____ public schools
	____ colleges/universities
	____ other (Specify)
Health Agencies/ Social Service Agencies:	____ rehabilitation agencies
	____ mental health agencies
	____ other (Specify)
Clubs/Community Organizations:	____ scout groups
	____ churches
	____ service organizations
	____ other (Specify)
Municipal/County Agencies:	____ fire department
	____ police department
	____ other (Specify)
Cooperative Extension Agencies:	____
Literacy Coalitions:	____
Agencies on the Aging:	____
Others (Please specify.)	____

13. In general, how would you rate the school libraries/media centers in your community? Please circle the appropriate number for each level.

	Excellent	Quite Good	Adequate	Inadequate	Not Available	No Opinion
Elementary School	5	4	3	2	1	0
Junior High School	5	4	3	2	1	0
Senior High School	5	4	3	2	1	0
Private schools (if any)	5	4	3	2	1	0

14. To what extent do you think your library in effect serves as a school library in terms of supporting curriculum and study needs? (Please check one answer only.)

_____ To a great extent

_____ To some extent

_____ Just slightly

_____ Not at all

15. Do you feel that the level of support your library provides local students is appropriate with respect to your library's educational purpose?

_____ yes _____ no

Thank you very much for your cooperation in completing this questionnaire. Please return it in the enclosed, stamped envelope to:

Verna L. Pungitore
Indiana University
School of Library and Information Science
Library Room 011
Bloomington, IN 47405

APPENDIX B

A Summary of Survey Statistics

APPENDIX B

A Summary of Survey Statistics

Service	Number of Libraries Actual Number	Estimated Number
Children		
Reading Guidance		
Materials	202	261
Support	157	202
Reference/Information	182	235
Guidance/Instruction	104	135
Library Instruction		
Materials	190	245
Support	153	197
Reference/Information	177	229
Guidance/Instruction	140	179
Homework Support		
Materials	211	272
Support	138	178
Reference/Information	197	253
Guidance/Instruction	89	115
Classroom Support		
Materials	185	238
Support	122	158
Reference/Information	161	207
Guidance/Instruction	68	89
Curriculum Support		
Materials	180	232
Support	116	150
Reference/Information	166	214
Guidance/Instruction	51	67
Teacher Support		
Materials	186	241
Support	143	185
Reference/Information	172	222
Guidance/Instruction	59	77
Formal School Liaison		
Materials	95	124
Support	88	114
Reference/Information	101	130
Guidance/Instruction	42	54
Parent/Toddler		
Materials	231	298
Support	163	210

Service	Number of Libraries Actual Number	Estimated Number
Children (cont.)		
Parent/Toddler (cont.)		
Reference/Information	195	251
Guidance/Instruction	78	102
Daycare Support		
Materials	144	187
Support	80	104
Reference/Information	119	154
Guidance/Instruction	44	57
Infant Care		
Materials	208	269
Support	95	123
Reference/Information	170	219
Guidance/Instruction	24	32
Parent Education		
Materials	211	272
Support	128	165
Reference/Information	182	234
Guidance/Instruction	47	60
Young Adult		
Reading Guidance		
Materials	204	263
Support	138	179
Reference/Information	172	221
Guidance/Instruction	68	89
Homework Support		
Materials	217	279
Support	142	184
Reference/Information	202	260
Guidance/Instruction	81	105
Classroom Support		
Materials	162	208
Support	104	135
Reference/Information	148	190
Guidance/Instruction	43	57
Teacher Support		
Materials	174	224
Support	120	156
Reference/Information	156	201
Guidance/Instruction	46	61
Junior High Curriculum		
Materials	201	259
Support	133	172
Reference/Information	183	235
Guidance/Instruction	65	84

Service	Number of Libraries Actual Number	Estimated Number
Young Adult (cont.)		
Senior High Curriculum		
Materials	197	254
Support	127	164
Reference/Information	180	232
Guidance/Instruction	61	79
School Liaison		
Materials	94	122
Support	77	101
Reference/Information	99	129
Guidance/Instruction	35	46
Library Instruction		
Materials	168	217
Support	126	162
Reference/Information	164	211
Guidance/Instruction	119	152
Sex Information		
Materials	227	292
Support	106	137
Reference/Information	188	241
Guidance/Instruction	29	38
Career Information		
Materials	235	302
Support	130	168
Reference/Information	205	264
Guidance/Instruction	45	59
College Selection		
Materials	221	284
Support	119	154
Reference/Information	192	247
Guidance/Instruction	36	48
Health Information		
Materials	240	309
Support	130	168
Reference/Information	212	273
Guidance/Instruction	39	50
Personal Needs Information		
Materials	232	299
Support	112	145
Reference/Information	191	246
Guidance/Instruction	40	51
Parent Support		
Materials	202	260
Support	105	136
Reference/Information	179	231
Guidance/Instruction	33	42

Service	Number of Libraries Actual Number	Estimated Number
Adults		
Literacy		
Materials	179	231
Support	169	218
Reference/Information	165	213
Guidance/Instruction	78	101
Adult Basic Education		
Materials	154	198
Support	118	152
Reference/Information	142	183
Guidance/Instruction	25	33
High School Equivalency		
Materials	214	275
Support	121	157
Reference/Information	167	215
Guidance/Instruction	30	39
English as a Second Language		
Materials	90	116
Support	59	76
Reference/Information	81	104
Guidance/Instruction	20	26
CLEP/College Credit		
Materials	114	147
Support	55	73
Reference/Information	96	125
Guidance/Instruction	9	12
Job/Career Information		
Materials	207	266
Support	109	141
Reference/Information	173	223
Guidance/Instruction	30	39
Personal Finance		
Materials	208	268
Support	132	170
Reference/Information	172	222
Guidance/Instruction	55	69
Business Information		
Materials	187	241
Support	90	117
Reference/Information	155	200
Guidance/Instruction	17	22
Consumer Information		
Materials	210	271
Support	109	141
Reference/Information	174	225
Guidance/Instruction	15	20

Service	Number of Libraries Actual Number	Estimated Number
Adult (cont.)		
Family-Related		
Materials	205	265
Support	111	143
Reference/Information	172	222
Guidance/Instruction	25	32
Political Issues		
Materials	177	228
Support	91	119
Reference/Information	154	199
Guidance/Instruction	17	22
Health		
Materials	220	284
Support	127	164
Reference/Information	185	239
Guidance/Instruction	71	42
Culture/Humanities		
Materials	205	264
Support	129	166
Reference/Information	174	224
Guidance/Instruction	27	35
Local History		
Materials	215	277
Support	146	188
Reference/Information	187	241
Guidance/Instruction	56	73
Special Populations		
Older Adults		
Materials	140	179
Support	84	107
Reference/Information	106	135
Guidance/Instruction	32	41
Visually Impaired Adult		
Materials	171	221
Support	88	114
Reference/Information	124	160
Guidance/Instruction	30	39
Visually Impaired Child		
Materials	89	115
Support	43	56
Reference/Information	70	89
Guidance/Instruction	9	12
Hearing Impaired Adult		
Materials	77	99
Support	38	48

Service	Number of Libraries Actual Number	Estimated Number
Special Populations (cont.)		
Hearing Impaired Adult (cont.)		
Reference/Information	69	88
Guidance/Instruction	9	12
Hearing Impaired Child		
Materials	66	85
Support	32	41
Reference/Information	64	82
Guidance/Instruction	9	11
Mobility Impaired Adult		
Materials	66	86
Support	38	49
Reference/Information	57	73
Guidance/Instruction	10	13
Mobility Impaired Child		
Materials	58	75
Support	31	40
Reference/Information	54	70
Guidance/Instruction	7	9
Learning Disabled Adult		
Materials	75	96
Support	33	42
Reference/Information	60	77
Guidance/Instruction	11	14
Learning Disabled Child		
Materials	79	101
Support	36	46
Reference/Information	67	86
Guidance/Instruction	9	11
Parents of Disabled Youth		
Materials	96	124
Support	36	46
Reference/Information	69	88
Guidance/Instruction	12	15
Disadvantaged		
Materials	69	90
Support	41	53
Reference/Information	57	74
Guidance/Instruction	9	12
Ethnic Groups		
Materials	23	30
Support	13	17
Reference/Information	17	23
Guidance/Instruction	6	8

Program	Number of Programs Actual	Number of Programs Estimated	Number Attending Actual	Number Attending Estimated
Children				
Preschool				
Parent-Toddler	2384	3044	43703	55589
Storytime	5663	7114	120452	154586
Film	24	36	621	955
Storytimes				
Elementary	539	732	8393	11419
Preschool/Elementary	4214	5644	62596	82220
All Other Storytimes	2100	2503	1597	2237
Summer Reading	1611	2092	119537	152311
Book Discussion	289	371	6467	8193
Book Talks	3457	4277	52908	66467
Puppet Shows	942	1157	12880	16355
Creative Dramatics	4351	5166	4225	5490
Author Appearances	54	70	4449	5738
Class Visits	6239	8120	141739	189397
Library Instruction	1153	1574	24844	35798
Group Tutoring	533	663	2659	3538
Homework/Term Paper	225	293	3602	4746
Film				
Elementary	474	583	13263	16435
Preschool/Elementary	1011	1411	19089	26644
Other Film	474	590	11227	14156
Arts/Crafts	5052	6441	63372	78969
Performances	1330	1625	16166	21529
Group Visits	696	906	13749	17715
Parent Programs	179	225	9533	11492
Teacher/Caretaker Programs	88	106	2122	2576
Outreach				
Schools	3907	4913	147176	184851
Daycare	1816	2265	84431	101692
Scouts	477	604	5176	6646
Recreation	46	59	1077	1372
Community	62	79	1271	1602
Hospitals	255	331	2932	3769
Young Adults				
Class Visits to Library	387	503	8755	11347
Homework Support	238	302	3375	4298
Library Instruction	159	205	5117	6345
Group Tutoring	64	94	645	913
Careers	33	42	642	837
College Selection	9	12	91	132
Sex Information	10	12	67	79
Health Information	22	31	259	332
Personal Needs	99	123	656	818

Program	Number of Programs Actual	Number of Programs Estimated	Number Attending Actual	Number Attending Estimated
Young Adults (cont.)				
Outreach				
School Visits	423	533	13463	16875
Adults				
Literacy Tutors	857	1062	7315	9894
Literacy Learners	23369	28531	30343	37897
Adult Basic Education	407	493	5215	6292
High School Equivalency	249	295	2376	2819
English as a Second Language	103	130	792	955
CLEP	1	1	46	59
Job/Career	36	47	952	1203
Personal Finance	288	360	4818	5922
Business	76	96	1323	1641
Consumer	62	77	1065	1302
Public Issues Forums	18	22	360	434
Family	187	238	6608	8179
Health	912	1135	6992	8695
Let's Talk About It	132	172	2828	3660
Great Books	91	113	1160	1446
Cultural/Humanities	305	398	11803	15465
Local History	202	268	104858	130995
Special Populations				
Older Adults	48	61	58814	74225
Visually Impaired Adults	8	11	19532	24775
Visually Impaired Children	2	3	556	698
Hearing Impaired Adults	7	9	2645	3329
Hearing Impaired Children	5	6	1488	1916
Mobility Impaired Adults	7	9	5636	7035
Mobility Impaired Children	2	2	423	534
Learning Disabled Adults	5	7	2184	2661
Learning Disabled Children	9	11	989	1248
Parents of Disabled Youth	5	6	1796	2263
Disadvantaged	6	8	5844	7182
Ethnic Groups	6	8	11857	14149
Other Groups	9	11	10491	12416